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ABSTRACT

This report provides information to City College of San Francisco (CCSF) faculty and administrators about graduating high school seniors who have enrolled at CCSF. This report will be produced annually and disseminated to all San Francisco Unified School District high schools and CCSF deans, program coordinators and department chairs. The report is divided into eight sections organized around tables that present descriptive information about the performance of new 16- to 19-year-old students at CCSF in the 1998-1999 school year. The first three sections look at placement in English, ESL and mathematics of new 16 to 19 year old students. In English and mathematics, half of these students placed at a basic skills level. In ESL placement was somewhat higher for both students from SFUSD high schools as well as from high schools outside of San Francisco. Statistically significant differences also existed within the cohort of students examined. Differences existed by type of high school, with the students from the continuation high schools doing the least well in both the fall and the spring. The real differences existed at the individual high school level. Student from both Lowell and foreign high schools did notably better than others. (JJL)

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The High School Report

The Placement, Performance and Persistence of New Students from SFUSD High Schools at CCSF

City College of San Francisco

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Executive Summary

This report was originally requested by high school principals who wanted to know what happened to their graduating seniors once they enrolled at CCSF. After reviewing the data, the Office of Research, Planning and Grants decided that it would be useful to distribute this report more widely and to include City College faculty and administrators. The Office of Research, Planning and Grants will produce this report annually and disseminate it to all SFSUSD high schools and CCSF deans, program coordinators and department chairs. The report is divided into eight sections organized around tables that present descriptive information about the performance of new 16 to 19 year old students at City College of San Francisco in the 1998 - 1999 school year. These students were not concurrently enrolled in high school.

The first three sections look at placement in English, ESL and mathematics of new 16 to 19 year old students. In English and mathematics, half of these students placed at a basic skills level. In ESL placement was somewhat higher. This was true of both students from SFUSD high schools as well as from high schools external to San Francisco. Upon enrollment, these students' success levels both overall and in heavily enrolled academic areas was average. This level of success stayed the same from the Fall to the Spring semesters. This is in spite of the fact that one quarter of these students failed to re-enroll in the Spring.

Statistically significant differences also existed within the cohort of students examined. Slight differences existed between SFUSD students and others but these differences, though negative, were by and large not statistically significant. Larger differences existed by type of high school. It was the students from the continuation high schools who did the least well in both the Fall and the Spring. These students, however, made up only 20 of the 1829 students examined. The real differences existed at the individual high school level. In both the Fall and the Spring, students from both Lowell and foreign high schools did notably better than others. Students identified from other San Francisco and California high schools did less well. These differences were statistically significant at the .05 level or higher.

Introduction

This report looks at the performance of new credit students at City College of San Francisco in the 16 to 19 year old age bracket. It categorizes them by their high school of origin if that high school is within the San Francisco Unified School District. Otherwise, it identifies new students as coming from other San Francisco schools, other California schools, other U.S. high schools or other foreign high schools. The report presents their placement, their performance in the Fall and Spring 1998, and their re-enrollment in the Spring. These tables taken together present a picture of the adequacy of student preparation in high school for college level work.

The first three tables present the placement of these students in English, mathematics and ESL. The next two tables present their performance in the Fall 1998 semester. The sixth table presents their re-enrollment in the Spring 1999 semester. The last two tables present the performance of remaining new Fall students in the Spring. One caution needs to be made of this data. The fields of 'high school' and 'age' are self-reported fields, and consequently, we cannot be sure that all the data is absolutely reliable. We do think that students in general identify their age and high school accurately.

English, Math and ESL Placement Levels

The first three tables present the number and percent of new students who place at each of three levels in English, mathematics and ESL. To understand these tables one must understand the placement categories of basic skills, degree applicable, AA degree, and CSU and UC transfer.

Basic Skills

Basic Skills is the lowest level placement. A placement this low means that students need substantial remediation before attempting college level classes.

Degree Applicable

The next highest level is degree applicable. This is still a remedial placement but units taken in these classes can be applied towards graduation at CCSF ONLY.

AA Level (ESL Only)

The next highest placement is AA level. This occurs in ESL only. When students who place at this level pass this class, they will have met the English requirement for the fulfillment of an Associate of Arts (AA) degree.

Transfer Level

The last two levels are transfer. A transfer level course is one which fulfills a graduation requirement in either the UC or CSU system. With the successful completion of one of these courses a student has no need to take a similar course once they transfer to a state university. English 1A (Freshman Composition), for example, is a CSU transfer level course. The next higher course, English 1B, is a UC transfer level course. These courses meet the English requirements for graduation in the CSU and UC systems respectively.

Table 1

English Placement of new 16 to 19 year old students From SFUSD High Schools at CCSF Fall 1998

			Basic Skills Placement		CSU Transfer Placement		UC Transfer Placement		Total Number
District	Type	High School	Number	Percent	Number	Percent	Number	Percent	
SFUSD	Alternative	Independence	11	61%	7	39%	0	0%	18
		Internat'l Studies Acad	14	74%	5	26%	0	0%	19
		John O'Connell Technical	4	50%	4	50%	0	0%	8
		Lowell	3	3%	86	93%	3	3%	92
		Phillip Burton	26	62%	16	38%	0	0%	42
		Raoul Wallenberg	6	40%	9	60%	0	0%	15
		Thurgood Marshall	3	38%	5	63%	0	0%	8
	Alternative Total		67	33%	132	65%	3	1%	202
	Comprehensive	Abraham Lincoln	60	53%	54	47%	0	0%	114
		Balboa	30	75%	10	25%	0	0%	40
		Galileo	34	67%	17	33%	0	0%	51
		George Washington	73	56%	58	44%	0	0%	131
		J. Eugene McAteer	20	56%	15	42%	1	3%	36
		Mission	21	81%	5	19%	0	0%	26
	Comprehensive Total		238	60%	159	40%	1	0%	398
	Continuation	Downtown Continuation	6	75%	2	25%	0	0%	8
		Ida B. Wells	1	20%	4	80%	0	0%	5
		Mark Twain	2	67%	1	33%	0	0%	3
	Continuation Total		9	56%	7	44%	0	0%	16
SFUSD Total			314	51%	298	48%	4	1%	616
	Other	Other	35	56%	26	42%	1	2%	62
		Other CA HS	127	46%	145	52%	5	2%	277
		Other Foreign	14	70%	6	30%	0	0%	20
		Other SF HS	68	44%	83	54%	2	1%	153
		Other US HS	30	43%	37	54%	2	3%	69
	Other Total		274	47%	297	51%	10	2%	581
Total			274	47%	297	51%	10	2%	581
Grand Total			588	49%	595	50%	14	1%	1197

Table 2

Mathematics Placement of New 16 to 19 Year Old Students From SFUSD High Schools at CCSF Fall 1998

			Basic Skills Placement		CSU Transfer Placement		Degree Applicable Placement		Total Number
District	Type	High School	Number	Percent	Number	Percent	Number	Percent	
SFUSD	Alternative	Independence	9	53%	1	6%	7	41%	17
		Internat'l Studies Acad	13	68%	2	11%	4	21%	19
		John O'Connell Technical	6	86%	0	0%	1	14%	7
		Lowell	6	7%	37	46%	38	47%	81
		Phillip Burton	30	65%	1	2%	15	33%	46
		Raoul Wallenberg	7	41%	3	18%	7	41%	17
		Thurgood Marshall	0	0%	0	0%	6	100%	6
	Alternative Total		71	37%	44	23%	78	40%	193
	Comprehensive	Abraham Lincoln	60	38%	26	16%	72	46%	158
		Balboa	58	84%	1	1%	10	14%	69
		Galileo	37	42%	6	7%	46	52%	89
		George Washington	59	40%	17	11%	72	49%	148
		J. Eugene McAteer	34	54%	9	14%	20	32%	63
		Mission	34	61%	12	21%	10	18%	56
	Comprehensive Total		282	48%	71	12%	230	39%	583
	Continuation	Downtown Continuation	6	86%	0	0%	1	14%	7
		Ida B. Wells	4	67%	0	0%	2	33%	6
		Mark Twain	3	100%	0	0%	0	0%	3
	Continuation Total		13	81%	0	0%	3	19%	16
SFUSD Total			366	46%	115	15%	311	39%	792
	Other	Other	40	30%	41	31%	52	39%	133
		Other CA HS	167	56%	26	9%	106	35%	299
		Other Foreign	33	45%	18	25%	22	30%	73
		Other SF HS	96	57%	10	6%	62	37%	168
		Other US HS	39	49%	9	11%	32	40%	80
	Other Total		375	50%	104	14%	274	36%	753
Total			375	50%	104	14%	274	36%	753
Grand Total			741	48%	219	14%	585	38%	1545

Table 3

ESL Placement of New 16 to 19 Year Old Students From SFUSD High Schools at CCSF Fall 1998

			AA Level Placement		Basic Skills Placement		Degree Applicable Placement		Total Number
District	Type	High School	Number	Percent	Number	Percent	Number	Percent	
SFUSD	Alternative	Internat'l Studies Acad	0	0%	0	0%	2	100%	2
		Lowell	2	100%	0	0%	0	0%	2
		Phillip Burton	1	13%	2	25%	5	63%	8
	Alternative Total		3	25%	2	17%	7	58%	12
	Comprehensive	Abraham Lincoln	11	20%	13	24%	30	56%	54
		Balboa	4	13%	5	16%	22	71%	31
		Galileo	0	0%	12	27%	32	73%	44
		George Washington	2	6%	14	42%	17	52%	33
		J. Eugene McAteer	3	9%	13	38%	18	53%	34
		Mission	2	7%	6	20%	22	73%	30
	Comprehensive Total		22	10%	63	28%	141	62%	226
	Continuation	Ida B. Wells	1	50%	0	0%	1	50%	2
	Continuation Total		1	50%	0	0%	1	50%	2
SFUSD Total			26	11%	65	27%	149	62%	240
	Other	Other	16	20%	8	10%	55	70%	79
		Other CA HS	5	15%	5	15%	24	71%	34
		Other Foreign	7	12%	14	24%	38	64%	59
		Other SF HS	5	20%	3	12%	17	68%	25
		Other US HS	4	33%	1	8%	7	58%	12
	Other Total		37	18%	31	15%	141	67%	209
Total			37	18%	31	15%	141	67%	209
Grand Total			63	14%	96	21%	290	65%	449

Tables 1, 2 and 3 represent the ability level of incoming students through their placement into CCSF discipline sequences in English, mathematics and ESL. That ability level is not particularly high. About half of entering 16 to 19 year old students place at the lowest ability levels in English and mathematics. SFUSD students place similarly to the overall average.

Grade Point Averages, Units Taken and Units Passed—Fall 1998

The fourth table presents the number of students, their unit load - the average number of units taken, their GPA, and the percentage of units passed. The last two measures are indicators of student success. GPA refers to grade point average. Grade point average runs from zero for students who fail all classes to 4.0 for students who receive A's in all classes. If a student received all C's, he or she would have a GPA of 2.0. 'Percent of Units Passed' is the percentage of enrolled units in which students get grades of 'A', 'B', 'C', 'CR'. These are passing grades.

Table 4

Enrollment and Success of New Students From SFUSD
High Schools at CCSF
Fall 1998

District	Type	High School	Number	Enrolled Units	GPA	Passing Percent
SFUSD	Alternative	Independence	21	7.95	0.78	18%
		Internat'l Studies Acad	21	8.43	1.65	46%
		John O'Connell Technical	12	6.17	1.40	28%
		Lowell	105	11.71	2.80	74%
		Phillip Burton	49	10.12	2.16	60%
		Raoul Wallenberg	19	10.58	2.56	71%
		Thurgood Marshall	11	10.64	2.16	64%
	Alternative Total		238	9.37	1.93	52%
	Comprehensive	Abraham Lincoln	164	10.26	1.96	54%
		Balboa	73	7.58	1.71	41%
		Galileo	95	10.05	2.12	57%
		George Washington	168	10.29	2.04	56%
		J. Eugene McAteer	72	9.03	2.17	55%
		Mission	59	9.42	2.09	54%
	Comprehensive Total		631	9.44	2.01	53%
	Continuation	Downtown Continuation	10	8.10	1.76	37%
		Ida B. Wells	6	8.50	0.70	12%
		Mark Twain	5	4.10	2.17	38%
	Continuation Total		21	6.90	1.54	29%
SFUSD Total			890	8.93	1.89	48%
	Other	Other	160	11.03	2.43	64%
		Other CA HS	380	9.42	2.10	53%
		Other Foreign	78	9.69	2.83	77%
		Other SF HS	203	9.79	2.03	51%
		Other US HS	117	8.93	2.35	63%
	Other Total		938	9.77	2.35	62%
Total			938	9.77	2.35	62%
Grand Total			1828	9.13	2.00	51%

Overall, the performance of students in this group was average. Their overall GPA was 2.0 (a 'C' average) while they passed roughly half of their units.

The fifth table presents the percent of units passed in four heavily enrolled academic areas. In some cases, there are no entries. This indicates that students from the associated school took no units in this area. For example, students from Ida B. Wells took classes only in Social Sciences and did not pass them. Their passing percent was zero. The prior table on enrollment and success indicates that there were only six Ida B. Wells students and overall they passed only 12% of their units. Tables four and five taken together can be used to judge not only overall performance of SFUSD students but also to make judgments of how they did by academic area.

The four academic areas presented in table five are as follows: 1) Liberal Arts is the school in which English is located. 2) The Social Sciences school has numerous general education courses. These include psychology and sociology. 3) ESL is the English equivalent school for nonnative speakers. 4) The school of Mathematics and Science has a number of general education courses. Students who are seeking a degree must complete courses in these areas as part of their educational sequence.

Performance within academic areas varied by area and by high school group. In general students passed the most units in ESL (65%) and the fewest in Math and Science (46%). The performance of SFUSD students mirrored the overall averages, however, in all academic areas SFUSD students did slightly worse than others.

Table 5

Passing Percent of Units in Four Heavily Enrolled Academic Areas of Students From SFUSD High Schools at CCSF
Fall 1998

District	Type	High School	Passing Percent Liberal Arts	Passing Percent Social Sciences	Passing Percent ESL	Passing Percent Math & Science
SFUSD	Alternative	Independence	21%	18%		0%
		Internat'l Studies Acad	57%	41%	0%	46%
		John O'Connell Technical	34%	50%		20%
		Lowell	81%	82%	100%	67%
		Phillip Burton	63%	61%	75%	56%
		Raoul Wallenberg	94%	73%		45%
		Thurgood Marshall	80%	66%		58%
	Alternative Total		61%	56%	58%	42%
	Comprehensive	Abraham Lincoln	62%	56%	59%	57%
		Balboa	40%	24%	47%	27%
		Galileo	70%	43%	68%	51%
		George Washington	61%	52%	69%	59%
		J. Eugene McAteer	55%	52%	62%	48%
		Mission	54%	36%	82%	49%
	Comprehensive Total		57%	44%	65%	49%
	Continuation	Downtown Continuation	44%	25%		50%
		Ida B. Wells	50%	0%	0%	0%
		Mark Twain	0%	100%		50%
	Continuation Total		31%	42%	0%	33%
SFUSD Total			54%	49%	56%	43%
	Other	Other	65%	66%	89%	60%
		Other CA HS	57%	54%	73%	46%
		Other Foreign	81%	68%	85%	74%
		Other SF HS	54%	48%	69%	41%
		Other US HS	67%	58%	100%	60%
	Other Total		65%	59%	83%	56%
Total			65%	59%	83%	56%
Grand Total			57%	51%	65%	46%

Spring Semester Re-enrollment

The sixth table presents the number and percent of Fall students re-enrolling in the Spring semester. From this table one can gauge the persistence of students from each high school.

Table 6

Re-enrollment at CCSF in the Spring 1999 of Students From SFUSD High Schools Who Were New in the Fall 1998

			No Spring Enrollment		Spring Enrollment		Total Number
District	Type	High School	Number	Percent	Number	Percent	
SFUSD	Alternative	Independence	6	29%	15	71%	21
		Internat'l Studies Acad	7	33%	14	67%	21
		John O'Connell Technical	8	67%	4	33%	12
		Lowell	20	19%	85	81%	105
		Phillip Burton	8	16%	41	84%	49
		Raoul Wallenberg	1	5%	18	95%	19
		Thurgood Marshall	4	36%	7	64%	11
	Alternative Total		54	23%	184	77%	238
	Comprehensive	Abraham Lincoln	28	17%	136	83%	164
		Balboa	18	25%	55	75%	73
		Galileo	18	19%	77	81%	95
		George Washington	32	19%	136	81%	168
		J. Eugene McAteer	22	31%	50	69%	72
		Mission	15	25%	44	75%	59
	Comprehensive Total		133	21%	498	79%	631
	Continuation	Downtown Continuation	5	50%	5	50%	10
		Ida B. Wells	2	33%	4	67%	6
		Mark Twain	3	60%	2	40%	5
	Continuation Total		10	48%	11	52%	21
SFUSD Total			197	22%	693	78%	890
	Other	Other	31	19%	129	81%	160
		Other CA HS	143	38%	237	62%	380
		Other Foreign	15	19%	63	81%	78
		Other SF HS	59	29%	144	71%	203
		Other US HS	36	31%	81	69%	117
	Other Total		284	30%	654	70%	938
Total			284	30%	654	70%	938
Grand Total			481	26%	1347	74%	1828

Three quarters of these new 16 to 19 year old students re-enrolled in the Spring. This was somewhat higher than new students in general. About 60 percent of them re-enrolled. SFUSD students re-enrolled in slightly greater percentages than others. Within the SFUSD system, it was only the continuation students who tended not to re-enroll.

Grade Point Averages, Units Taken and Units Passed—Spring 1999

The seventh and eighth tables present the same information for the Spring 1999 that tables four and five did for the Fall 1998 semester. However, the numbers represent only the students who continued on from the Fall. Consequently the total number of students continuing from the Fall to the Spring in Table 6 of 1,347 equals the total number of students represented at the bottom of Table 7.

In general these young new students did no better in the Spring than they did in the Fall. Their GPA improved marginally to 2.07 while the percentage of units passed decreases slightly to 50 percent. SFUSD students also failed to show much improvement. They passed 48% of their units in the Fall, and 47% in the Spring. Little improvement is shown except for the small numbers of continuation students.

When performance in the Fall and Spring is compared by academic area in Tables 5 and 8, little improvement can be seen. Certainly no patterns of improvement are evident.

Table 7

Enrollment and Success of New Students From SFUSD
High Schools at CCSF
Spring 1999

District	Type	High School	Number of Student	Enrolled Units	GPA	Passing Percent
SFUSD	Alternative	Independence	15	7.87	1.35	14%
		Internat'l Studies Acad	14	11.21	2.20	48%
		John O'Connell Technical	4	9.00	1.38	40%
		Lowell	85	13.16	2.71	75%
		Phillip Burton	41	10.66	1.84	47%
		Raoul Wallenberg	18	11.72	2.09	53%
		Thurgood Marshall	7	10.43	1.35	35%
	Alternative Total		184	10.58	1.85	45%
	Comprehensive	Abraham Lincoln	136	11.15	1.98	52%
		Balboa	55	7.91	1.69	41%
		Galileo	77	11.68	1.99	54%
		George Washington	136	11.71	2.16	58%
		J. Eugene McAteer	50	11.62	2.27	61%
		Mission	44	10.89	2.25	62%
	Comprehensive Total		498	10.83	2.06	55%
	Continuation	Downtown Continuation	5	9.80	1.99	71%
		Ida B. Wells	4	7.63	1.56	23%
		Mark Twain	2	3.50	3.00	17%
	Continuation Total		11	6.98	2.18	37%
SFUSD Total			693	10.00	1.99	47%
	Other	Other	129	12.31	2.36	64%
		Other CA HS	237	10.94	2.16	58%
		Other Foreign	63	11.59	2.66	70%
		Other SF HS	144	11.03	2.02	54%
		Other US HS	81	11.22	2.54	65%
	Other Total		654	11.42	2.35	62%
Total			654	11.42	2.35	62%
Grand Total			1347	10.33	2.07	50%

Table 8

Passing Percent of Units in Four Heavily Enrolled Academic Areas of Students From SFUSD High Schools at CCSF Spring 1999

District	Type	High School	Passing Percent Liberal Arts	Passing Percent Social Sciences	Passing Percent ESL	Passing Percent Math & Science
SFUSD	Alternative	Independence	0%	22%		22%
		Internat'l Studies Acad	50%	60%		43%
		John O'Connell Technical	67%	33%		100%
		Lowell	79%	89%		71%
		Phillip Burton	68%	54%	100%	31%
		Raoul Wallenberg	53%	63%		53%
		Thurgood Marshall	60%	50%		44%
	Alternative Total		54%	53%	100%	52%
	Comprehensive	Abraham Lincoln	59%	51%	67%	51%
		Balboa	34%	26%	50%	30%
		Galileo	58%	55%	62%	49%
		George Washington	63%	58%	55%	50%
		J. Eugene McAteer	62%	64%	71%	46%
		Mission	77%	48%	92%	58%
	Comprehensive Total		59%	50%	66%	47%
	Continuation	Downtown Continuation	50%	100%		67%
		Ida B. Wells	0%	100%	0%	0%
		Mark Twain	33%			
	Continuation Total		28%	100%	0%	33%
SFUSD Total			51%	58%	62%	48%
	Other	Other	74%	71%	71%	66%
		Other CA HS	58%	58%	64%	48%
		Other Foreign	70%	74%	85%	65%
		Other SF HS	68%	54%	62%	45%
		Other US HS	69%	67%	78%	64%
	Other Total		68%	65%	72%	57%
Total			68%	65%	72%	57%
Grand Total			55%	60%	66%	50%